School Board Agenda
Regular Meeting
Barnum Public Schools ISD 91

December 15, 2020
Tuesday - 6:30 P.M.
Virtual
Live Streamed on Facebook
@barnumschools

3675 County Road 13
Barnum, Minnesota 55707

School Board Meeting Agenda
Independent School District No. 91
Barnum, Minnesota
Tuesday, December 15, 2020
6:30 p.m. – Virtual
Live Streamed on Facebook

I. Call to Order

II. Truth in Taxation Meeting – Jen Smith, ARCC Finance Specialist, and Dawn Hultgren, Business Manager, will be present and reporting. (Attachment A)

The public is encouraged to ask questions relating to the school portion of their property tax statement and/or the School District's budget during this time. Here is how:

- Email questions to Lisa at lriihiluoma@isd91.org by 1:00 p.m. on 12/15/20.
- Comments will be enabled on Facebook during the Truth in Taxation portion of the meeting only. Only questions related to Truth in Taxation will be addressed.

III. Approval of Agenda

IV. Approval of Minutes

Minutes of the Special Meeting of the School Board, November 12, 2020 (Attachment B), Minutes of the Regular Meeting of the School Board, November 17, 2020 (Attachment C), Minutes of the Working Meeting of the School Board, December 1, 2020 (Attachment D).

V. Chairperson's Announcements

Public Participation
To address the Board during this portion of the meeting email your name and comment by 1:00 p.m. on Tuesday, December 15, 2020, to Lisa Riihiluoma, Administrative Assistant, at lriihiluoma@isd91.org, or call 218-389-6978 x1001. Your statement will be read during this time by the Board chair.

The following rules apply to all comments made during this portion of the meeting:

- Three minutes per person – 15 minutes maximum.
- Complaints about personnel or individuals are not allowed.
- No Board action is to be taken at this time.
- This is the only time during the meeting that audience participation will be allowed unless scheduled in advance.

VI. Treasurer's Report

Approve Treasurer's Report as of November 30, 2020. (Attachment E)

VII. Payment of Bills

Consideration of bills and authorization to pay bills in the amount of $125,547.72 and payroll paid in November in the amount of $501,461.41 for a total of $627,009.13.

VIII. Approve wire transfer funds of $532,000.00. (Attachment F)

IX. Superintendent's Report (Attachment G)

X. Consent Agenda

A. Approve the Resolution Establishing Combined Polling Places for Multiple Precincts and Designating Hours During Which the Polling Places Will Remain Open for Voting for School District Elections Not Held on the Day of a Statewide Election. There is no change from the previous year. (Attachment H)

B. Approve the tenure of Gregg Campbell, High School Principal, as recommended by the Superintendent.

XI. Items for Individual Action and Discussion

A. Consider approving policies 522 and 613. This is the third and final reading of the policies. Copies of these policies are not attached, but copies can be requested by emailing Lisa Riihiluoma at lriihiluoma@isd91.org.

B. Consider approval of the final 2022 levy in the amount of $934,806.69.

C. Consider approval of the 2019-2020 World's Best Workforce report as recommended by the Barnum Leadership Team (BLT) (Attachment I)

D. Consider approving the FY21 Community Ed contracts as follows (Attachment J):
- Kaitlin Warpula, Begindergarten, Leaps & Bounds & ECFE Teacher
- Alyssa Entner, Early Childhood Program Assistant
- Alisha Bigelow, Leaps & Bounds & Little Steps Early Childhood Teacher, ECFE Asst. / Asst. Coordinator
- Jennifer Wright, School Age Care Coordinator
- Courtney Siekert, School Age Care Lead Teacher, Com. Ed. Admin. Asst.
- Kelly Copenhaver, ECFE Community Expert & Asst. Coordinator
- Shelby Bonneville, School Age Care Lead Teacher
- Tessa Holm, School Age Care Lead Teacher

XII. Enrollment Comparison for November (Attachment K)

XIII. Future Meetings

A. Reorganizational Meeting of the School Board, January 5, 2021, 6:15 p.m., Virtual
B. Working Meeting of the School Board, January 5, 2021, 6:30 p.m., Virtual
C. Regular Meeting of the School Board, January 19, 2021, 6:30 p.m., Virtual

XIV. Adjournment

Attachments:

A. Truth in Taxation
B. Minutes of the Special Meeting of the School Board, 11/12/20
C. Minutes of the Regular Meeting of the School Board, 11/17/20
D. Minutes of the Working Meeting of the School Board, 12/1/20
E. Treasurer's Report
F. Summary of Wire Transfer
G. Superintendent's Report
H. Resolution Establishing Combined Polling Places
I. World's Best Workforce Report
J. FY21 Community Ed Contracts
K. Enrollment Comparison

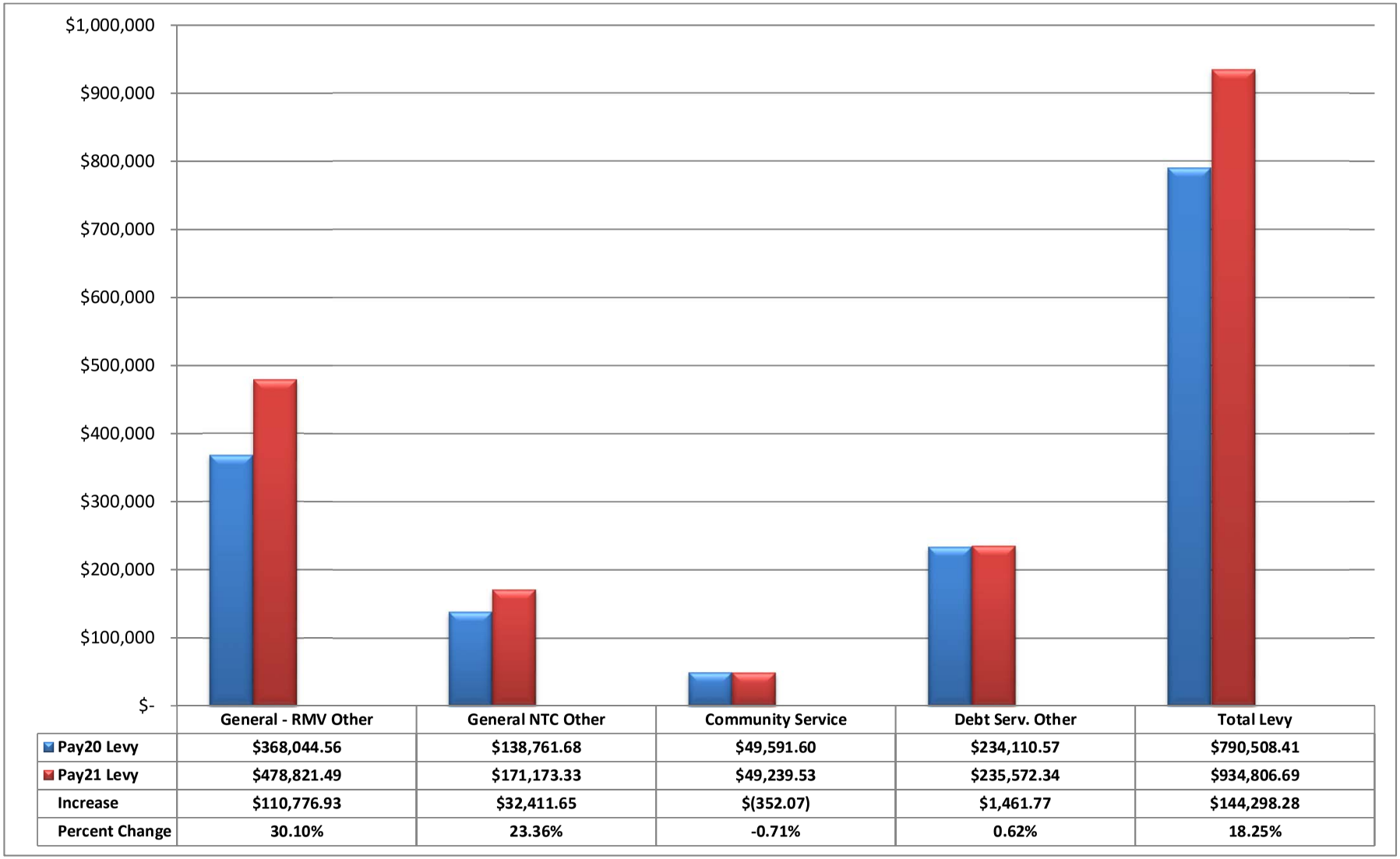
Attachment A

Barnum

ISD #91

Levy Comparison by Levy Category

Payable 2020 Final Certified - Payable 2021 Proposed



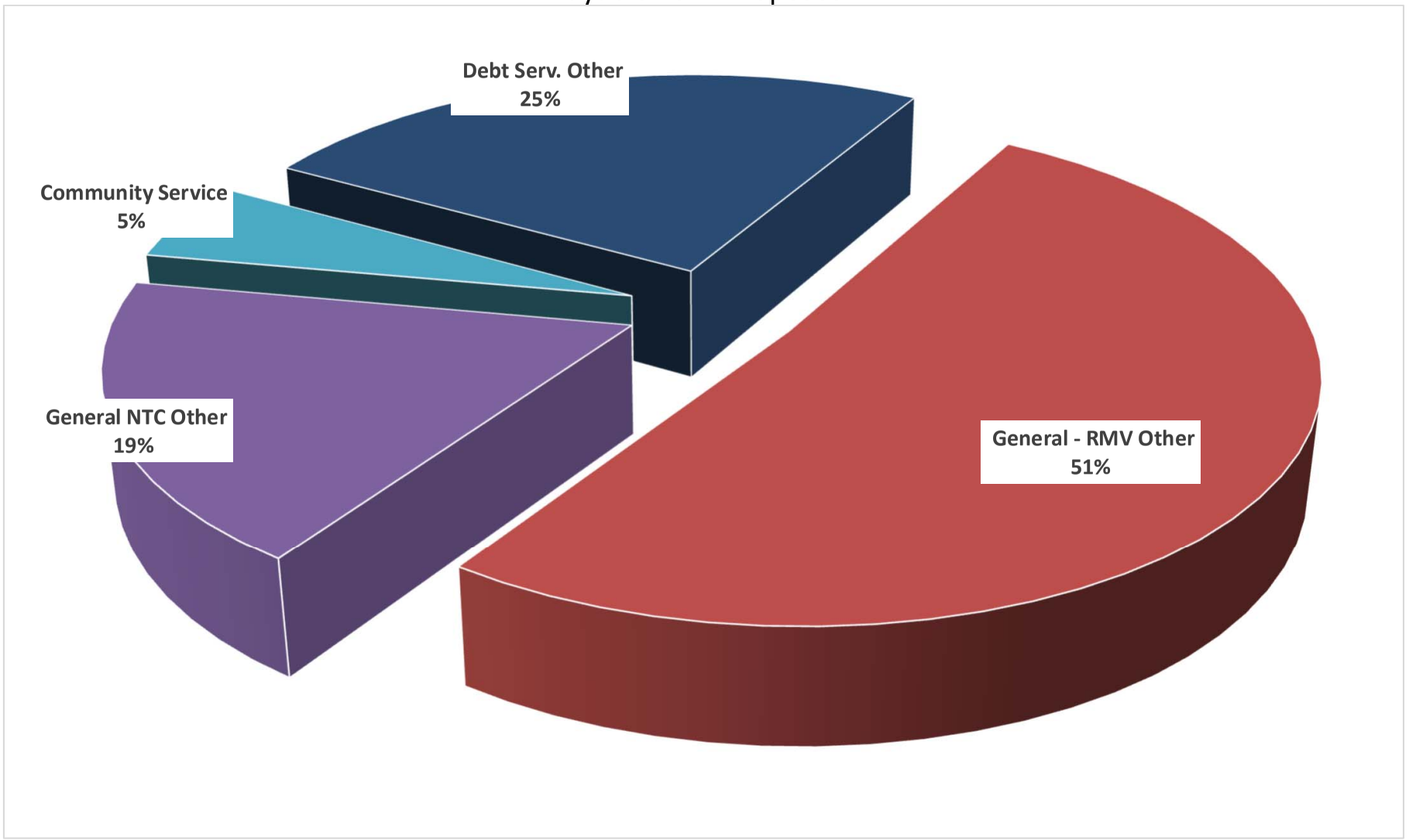
	General - RMV Other	General NTC Other	Community Service	Debt Serv. Other	Total Levy
Pay20 Levy	$368,044.56	$138,761.68	$49,591.60	$234,110.57	$790,508.41
Pay21 Levy	$478,821.49	$171,173.33	$49,239.53	$235,572.34	$934,806.69
Increase	$110,776.93	$32,411.65	$(352.07)	$1,461.77	$144,298.28
Percent Change	30.10%	23.36%	-0.71%	0.62%	18.25%

Barnum

ISD #91

Payable 2021 Proposed Levy by Category

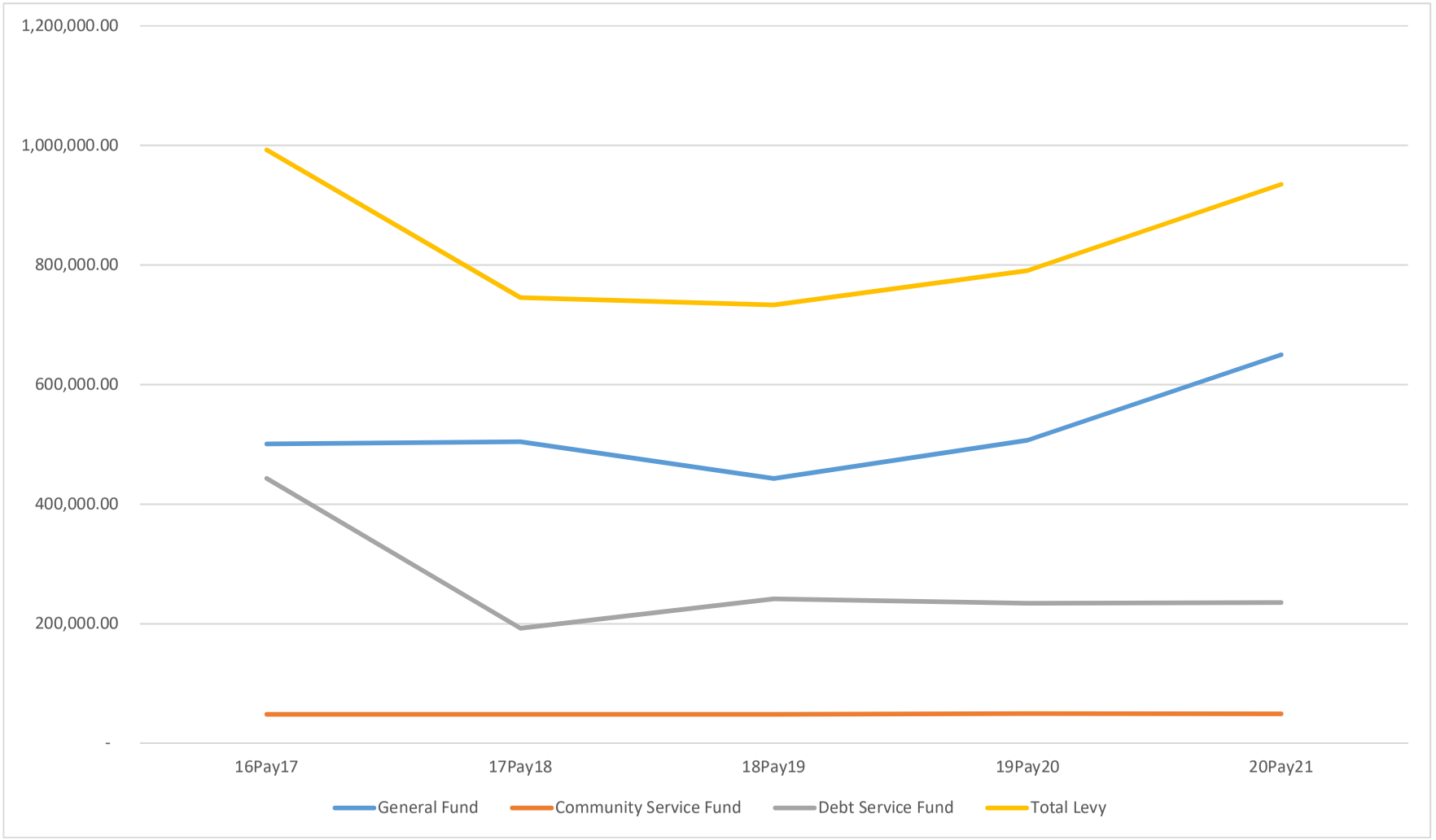
Payable 2021 Proposed



Barnum

ISD #91

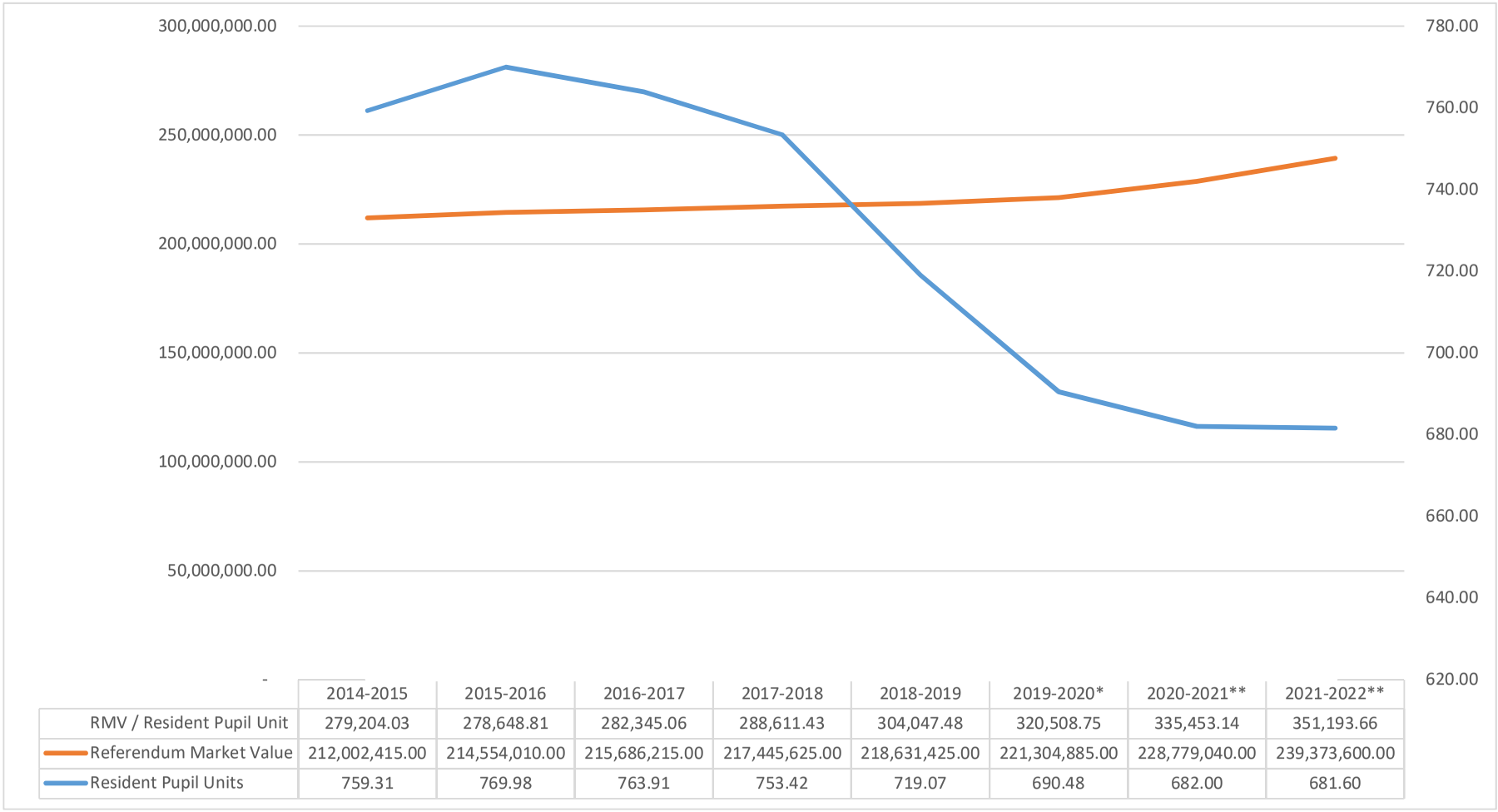
5 Year Levy Comparison



Barnum

ISD #91

Referendum Market Value per Pupil Unit



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021**	2021-2022**
RMV / Resident Pupil Unit	279,204.03	278,648.81	282,345.06	288,611.43	304,047.48	320,508.75	335,453.14	351,193.66
Referendum Market Value	212,002,415.00	214,554,010.00	215,686,215.00	217,445,625.00	218,631,425.00	221,304,885.00	228,779,040.00	239,373,600.00
Resident Pupil Units	759.31	769.98	763.91	753.42	719.07	690.48	682.00	681.60

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2020-21 Expense and Revenue Budget Comparison

Fund		REVENUE	EXPENSE	Projected Surplus/(Deficit)
01	General Fund	$ 7,496,610.00	$ 7,336,783.00	$ 159,827.00
02	Food Service Fund	$ 384,300.00	$ 373,333.00	$ 10,967.00
03	Transportation Fund	$ 498,255.00	$ 527,746.00	$ (29,491.00)
04	Community Service Fund	$ 255,175.00	$ 308,926.00	$ (53,751.00)
05	Capital Expenditure Fund	$ 313,759.00	$ 303,730.00	$ 10,029.00
06	Building Construction Fund	$ -	$ -	$ -
07	Debt Redemption Fund	$ 299,916.00	$ 299,698.00	$ 218.00
08	Trust Fund	$ -	$ -	$ -
09	Agency Fund	$ -	$ -	$ -
10	Student Activities Fund	$ -	$ -	$ -
18	Custodial Fund	$ -	$ -	$ -
20	Internal Service Fund	$ -	$ -	$ -
25	OPEB Revocable Trust Fund	$ -	$ -	$ -
45	OPEB Irrevocable Trust Fund	$ -	$ -	$ -
47	OPEB Debt Service Fund	$ -	$ -	$ -
	Total All Funds:	**$ 9,248,015.00**	**$ 9,150,216.00**	**$ 97,799.00**

Barnum

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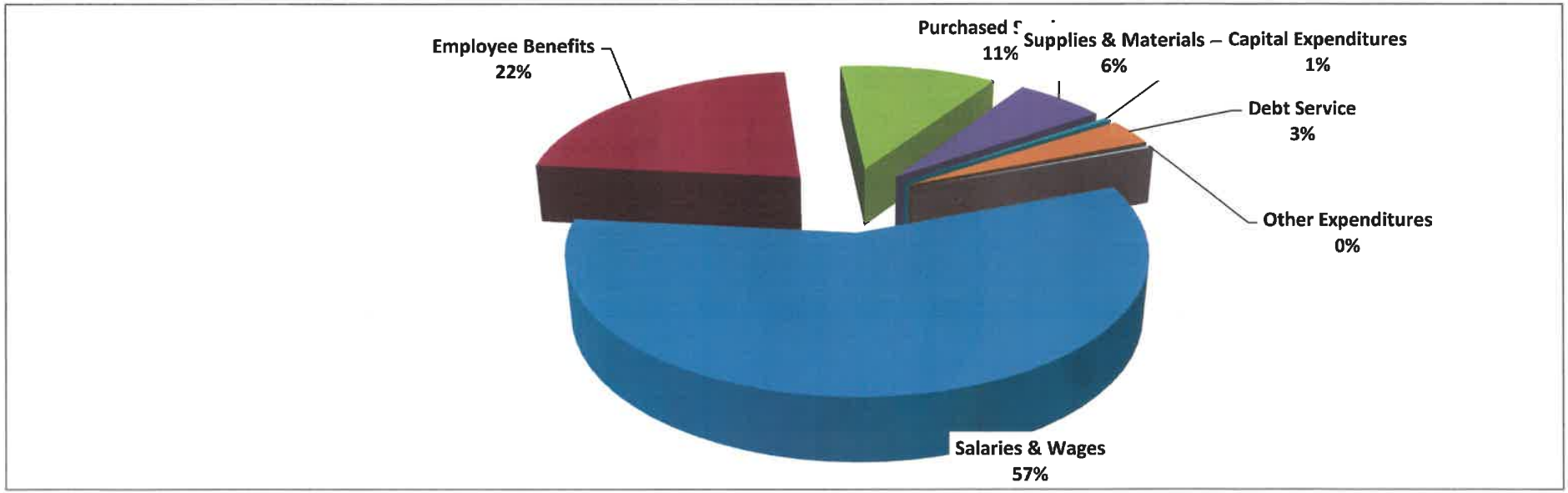
2020-21 Expense by OBJECT Area ALL Funds

OBJ			EXPENSE	% of Total Budget All Funds
100-199	Salaries & Wages	$	5,229,845.00	57.16%
200-299	Employee Benefits	$	2,006,453.00	21.93%
300-399	Purchased Services	$	989,140.00	10.81%
400-499	Supplies & Materials	$	558,700.00	6.11%
500-599	Capital Expenditures	$	35,615.00	0.39%
700-799	Debt Service	$	299,698.00	3.28%
800-899	Other Expenditures	$	30,765.00	0.34%
900-999	Other Financing Uses	$	-	0.00%
	Total Expenses All Funds	**$**	**9,150,216.00**	



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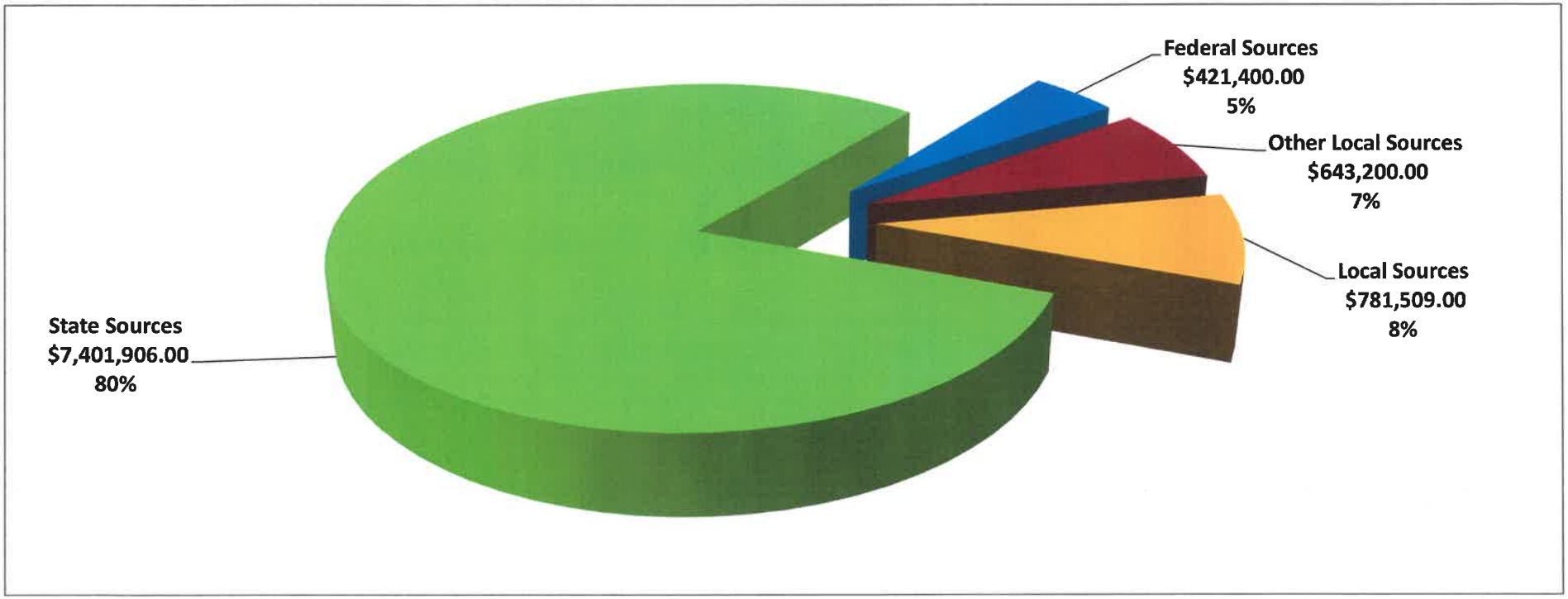
2020-21 Revenues by SOURCE Code

SOURCE			REVENUE	% of Total Budget All Funds
001-019	Local Sources	$	781,509.00	8.45%
200-399	State Sources	$	7,401,906.00	80.04%
400-599	Federal Sources	$	421,400.00	4.56%
020-099,601-649	Other Local Sources	$	643,200.00	6.96%
	Total Revenues All Funds	**$**	**9,248,015.00**	



Attachment B

School Board Special Meeting Minutes
Barnum Public Schools ISD 91
November 12, 2020

The meeting was called to order at 6:30 p.m.

Members Present: P. Coughlin, C. Fetters, J. Fuglestad, P. Poirier, T. Peterson, B. Schatz, J. Unkelhaeuser and Superintendent McNulty

Members Absent: None

Items for Individual Action and Discussion:

A. **Motion** by Peterson, **seconded** by Poirier and **unanimously carried** to approve the Resolution Canvassing Returns of Votes of School District General Election.

B. **Motion** by Poirier, **seconded** by Coughlin and **unanimously carried** to approve the Resolution Authorizing Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election Related Duties.

Adjournment:
Motion by Poirier, **seconded** by Peterson and **unanimously carried** to approve adjournment of the meeting at 6:33 p.m.

Tim Peterson
School Board Clerk

Attachment C

School Board Regular Meeting Minutes
Barnum Public Schools ISD 91
November 17, 2020

The meeting was called to order at 6:30 p.m.

Members Present: C. Fetters, J. Fuglestad, T. Peterson, P. Poirier, B. Schatz, J. Unkelhaeuser (arrived 6:44 p.m.) and Superintendent M. McNulty

Members Absent: P. Coughlin

Approval of Agenda:
Motion by Poirier, **seconded** by Peterson, and **unanimously carried** to approve the agenda with the following additions:

- Add the following item to Consent Agenda:

  D. Approve the resignation of Audra Cotton, Junior High Girls Basketball Coach, effective November 11, 2020.

- Add the following to Items for Individual Action and Discussion:

  I. Consider approving a RESOLUTION OF SCHOOL BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION. This resolution allows us to accept a grant to offset student activity fees. (Attachment)

  J. Consider approving a MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Mike McNulty. (Attachment)

  K. Consider approving a MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Gregg Campbell. (Attachment)

  L. Consider approving a MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Judi Vitito. (Attachment)

  M. Consider approving a MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Dawn Hultgren. (Attachment)

  N. Consider approving a MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Lisa Riihiluoma. (Attachment)

O. Consider approving a MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Jim Calhoun.

Approval of Minutes
Motion by Poirier, **seconded** by Fuglestad, and **unanimously carried** to approve the Minutes of the Regular Meeting of the School Board, October 20, 2020.

Chairperson's Announcements

A. Good Things Happening

1. Congratulations to NHS for a successful October 29, 2020, Blood Drive, and thank you to all who donated. Here are the results for the blood drive:
   a. Registered: 53
   b. Deferred: 7
   c. Drive goal: 45
   d. Units collected: 51
   e. Number of lives potentially saved: 153

2. Barnum PTO and Community Education packaged 375 Halloween treat bags for PreK-6 students. Community Ed also took photos of the children at the Goblin Parade and posted them on the Community Ed Facebook page for parents, and handed out hot cocoa during homecoming to high school staff and students.

B. Public Participation: None

Treasurer's Report:
Motion by Poirier, **seconded** by Peterson, and **unanimously carried** to approve the Treasurer's Report as of October 31, 2020.

Payment of Bills:
Motion by Poirier, **seconded** by Fuglestad, and **unanimously carried** to approve the payment of bills in the amount of $306,621.44 and payroll paid in October in the amount of $488,312.35 for a total of $794,933.79.

Wire Transfer:
Motion by Poirier, **seconded** by Schatz, and **unanimously carried** to approve the wire transfer funds of $485,000.00.

Superintendent's Report:
Superintendent McNulty was present and reported.

Consent Agenda:
Motion by Poirier, **seconded** by Fuglestad, and **unanimously carried** to approve the Consent Agenda as follows:

A. Approve the FY21 Contract for Family School Support Worker with Carlton County Human Services. FY21 cost is $7,232. FY20 cost was $14,203.38.

B. Approve the resignation of Amy Davis, Cafeteria Helper, effective November 12, 2020.

C. Approve the Fall 2020 Fundraisers. (Attachment E)

D. Approve the resignation of Audra Cotton, Junior High Girls Basketball Coach, effective November 11, 2020.

Items for Individual Action and Discussion:

A. **Motion** by Poirier, **seconded** by Schatz, and **unanimously carried** to approve the hire of Tessa Holm, Bomber Club Assistant Teacher, effective November 2, 2020.

B. **Motion** by Poirier, **seconded** by Peterson, and **unanimously carried** to approve the hire of Shianne Mikrot, Cafeteria Helper, effective November 10, 2020.

C. Reviewed the 10.28.20 Barnum-Moose Lake-Willow River Cooperative meeting minutes.

D. Considered policies 522 and 613. This was the second reading of the policies and no Board action was required.

E. **Motion** by Poirier, **seconded** by Fuglestad, and **unanimously carried** to approve the FY20/21 and FY22/23 contracts for Kristi Just and Britni Jackson, NLSEC Licensed Physical Therapists, hosted by Barnum.

F. **Motion** by Poirier, **seconded** by Fetters, and **unanimously carried** to approve the following two changes to Roxy Olsen-Hurst's contract:
   1. Title change from Coordinator to Director due to new licensure, and
   2. Offer of health insurance coverage to meet ACA requirements.

G. Discussion of level of winter activities during COVID was tabled awaiting anticipated Governor school directives.

H. Discussed MSBA Phase I and II training mentors for new board members.

I. **Motion** by Unkelhaeuser, **seconded** by Fuglestad, and **unanimously carried** to approve the RESOLUTION OF SCHOOL BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION.

J. **Motion** by Poirier, **seconded** by Peterson, and **unanimously carried** to approve the MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Mike McNulty.

K. **Motion** by Poirier, **seconded** by Unkelhaeuser, and **unanimously carried** to approve the MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Gregg Campbell.

L. **Motion** by Poirier, **seconded** by Fuglestad, and **unanimously carried** to approve the MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Judi Vitito.

M. **Motion** by Poirier, **seconded** by Unkelhaeuser, and **unanimously carried** to approve the MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Dawn Hultgren.

N. **Motion** by Poirier, **seconded** by Unkelhaeuser, and **unanimously carried** to approve the MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Lisa Riihiluoma.

O. **Motion** by Poirier, **seconded** by Unkelhaeuser, and **unanimously carried** to approve the MEMORANDUM OF UNDERSTANDING ADDRESSING THE HEALTH CARE REIMBURSEMENT ARRANGEMENT ACCOUNT FOR THE 2021 CALENDAR YEAR between ISD 91 and Jim Calhoun.

Enrollment Comparison for October 2020

Future Meetings:

A. Working Meeting of the School Board, December 1, 2020, 6:30 p.m., Virtual
B. BMLWR Cooperative Meeting, December 9, 2020, 5:00 p.m., Willow River School
C. Truth in Taxation, December 15, 2020, 6:30 p.m., Virtual
D. Regular Meeting of the School Board, December 15, 2020, 6:30 p.m., Virtual

Adjournment:

Motion by Poirier, **seconded** by Fuglestad, and **unanimously carried** to adjourn the meeting at 7:13 p.m.

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Tim Peterson, School Board Clerk

Attachment D

School Board Working Meeting Minutes
Barnum Public Schools ISD 91
December 1, 2020

The meeting was called to order at 6:30 p.m.

Members Present: P. Coughlin, C. Fetters, J. Fuglestad, T. Peterson, P. Poirier, B. Schatz, J. Unkelhaeuser (arrived 6:45pm), and Superintendent M. McNulty

Members Absent: None

Approval of Agenda:
Motion by Poirier, **seconded** by Peterson, and **unanimously carried** to approve the agenda as written.

Reports and Discussion

A. High School Principal was present and reported. Student representative, Oliver Swimeley, was present and reported.
B. Elementary Principal was present and reported.
C. Community Education Director was present and reported.
D. Athletic Director was present and reported.
E. Two questions were submitted from the public regarding the school's finances.

Future Meetings:
Regular School Board meeting, Tuesday, December 15, 2020, 6:30 p.m., Virtual

Adjournment:
Motion by Poirier, **seconded** by Fuglestad, and **unanimously carried** to approve adjournment of the meeting at 7:09 p.m.

Tim Peterson, School Board Clerk

Attachment E

TREASURER'S REPORT

Cash and Investments as of November 30, 2020

FUND	Balance 10/31/2020	Debits	Credits	Balance 11/30/2020
GENERAL FUND	654,836.08	843,631.92	(883,830.96)	614,637.04
(Investments)	600,000.00	-	-	600,000.00
FOOD SERVICE	3,826.25	37,151.28	(31,168.81)	9,808.72
TRANSPORTATION	(97,783.51)	4,643.50	(36,368.59)	(129,508.60)
COMM. SERVICE	207,419.45	27,167.59	(25,992.94)	208,594.10
OPER. CAPITAL	1,553.51	-	(65,424.77)	(63,871.26)
DEBT SERVICE	256,794.97	56,222.55	-	313,017.52
STUDENT ACTIVITY	98,157.84	19,916.69	(4,606.95)	113,467.58
CUSTODIAL	291.51			291.51
Total Cash & Invest. GNL	$ 1,725,096.10	$ 988,733.53	$ (1,047,393.02)	$ 1,666,436.61

Bank Accounts:

MN Trust Investments	1,036,493.79	
CHECKING ACCOUNT	155,953.96	(Northview Bank - Acct #105 030 1)
OUTSTAND. CHECKS & SHR PAYMENTS	(126,131.14)	
OUTSTAND. DEPOSITS	120.00	
Investments	600,000.00	
Total Cash & Investments	$1,666,436.61	

Barnum School District
Exp/Rev Summary - Fd
Period Ending November 30, 2020

Sequence: L, Fd

		Description	Revised21 Annual Budget	Period 202105	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
E		Expenditure							
	01	General Fund	7,336,783.00	607,461.03	2,259,733.51	31%	64,990.88	32%	5,012,058.61
	02	Food Service Fund	373,333.00	29,238.00	90,105.39	24%	807.90	24%	282,419.71
	03	Transportation Fund	527,746.00	31,725.09	129,508.60	25%	300.00	25%	397,937.40
	04	Comm Service Fund	308,926.00	21,895.97	84,647.41	27%	2,425.47	28%	221,853.12
	05	Capital Exp	303,730.00	65,424.77	223,006.63	73%	3,910.00	75%	76,813.37
	07	Debt Redemption Fund	299,698.00	0.00	16,823.75	6%	0.00	6%	282,874.25
	11	Student Activity	0.00	4,606.95	8,878.74	0%	167.82	0%	(9,046.56)
E		Expenditure	9,150,216.00	760,351.81	2,812,704.03	31%	72,602.07	32%	6,264,909.90
R		Revenue							
	01	General Fund	(7,496,610.00)	(561,802.23)	(2,420,571.96)	32%	0.00	32%	(5,076,038.04)
	02	Food Service Fund	(384,300.00)	(35,220.47)	(65,912.27)	17%	0.00	17%	(318,387.73)
	03	Transportation Fund	(498,255.00)	0.00	0.00	0%	0.00	0%	(498,255.00)
	04	Comm Service Fund	(255,175.00)	(23,070.62)	(102,760.07)	40%	0.00	40%	(152,414.93)
	05	Capital Exp	(313,759.00)	0.00	3,680.85	(1%)	0.00	(1%)	(317,439.85)
	07	Debt Redemption Fund	(299,916.00)	(56,222.55)	(153,988.22)	51%	0.00	51%	(145,927.78)
	11	Student Activity	0.00	(19,916.69)	(27,829.05)	0%	0.00	0%	27,829.05
R		Revenue	(9,248,015.00)	(696,232.56)	(2,767,380.72)	30%	0.00	30%	(6,480,634.28)
		Report Totals:	(97,799.00)	64,119.25	45,323.31	(46%)	72,602.07	(121%)	(215,724.38)

Four Year General Fund Spending Patterns

2017-2018
Budget: $7,840,716.55

	% of year elapsed	Monthly Expense	Percent of Total	Expense to Date	Percent of Total	Variance Between % of yr elapsed vs % of Budget Used
7/31	8.00%	179,986.50	2.32%	221,046.20	2.85%	5.15%
8/31	16.00%	123,264.13	1.59%	286,566.92	3.69%	12.31%
9/30	25.00%	655,504.73	8.44%	942,071.65	12.13%	12.87%
10/31	33.00%	686,673.20	8.84%	1,628,744.85	20.97%	12.03%
11/30	42.00%	617,613.14	7.95%	2,246,357.99	28.93%	13.07%
12/31	50.00%	633,988.56	8.16%	2,880,346.55	37.09%	12.91%
01/31	58.00%	664,124.32	8.55%	3,544,470.87	45.65%	12.35%
02/28	67.00%	645,312.28	8.23%	4,189,783.15	53.44%	13.56%
03/31	75.00%	662,022.64	8.44%	4,851,805.79	61.88%	13.12%
04/30	84.00%	642,888.23	8.20%	5,494,694.02	70.08%	13.92%
05/31	92.00%	632,259.24	8.06%	6,126,953.26	78.14%	13.86%
06/30	100.00%	2,047,239.68	26.11%	8,174,192.94	104.25%	-4%

2018-2019
Budget: $7,764,366.71

	% of year elapsed	Monthly Expense	Percent of Total	Expense to Date	Percent of Total	Variance Between % of yr elapsed vs % of Budget Used
7/31	8.00%	178,152.20	2.27%	178,152.20	2.27%	5.73%
8/31	16.00%	192,201.06	2.45%	370,353.26	4.71%	11.29%
9/30	25.00%	626,724.96	7.98%	997,078.22	12.69%	12.31%
10/31	33.00%	673,267.77	8.57%	1,670,345.99	21.26%	11.74%
11/30	42.00%	594,233.96	7.56%	2,264,579.95	28.82%	13.18%
12/31	50.00%	617,098.27	7.85%	2,881,678.22	36.67%	13.33%
01/31	58.00%	636,639.85	8.10%	3,518,318.07	44.77%	13.23%
02/28	67.00%	619,438.79	7.88%	4,137,756.86	52.66%	14.34%
03/31	75.00%	626,907.45	8.07%	4,764,664.31	61.37%	13.63%
04/30	84.00%	596,364.68	7.68%	5,361,028.99	69.05%	14.95%
05/31	92.00%	647,238.67	8.34%	6,008,267.66	77.38%	14.62%
06/30	100.00%	1,919,991.48	24.73%	7,928,259.14	102.11%	-2%

2019-2020
Budget: $7,745,481

	% of year elapsed	Monthly Expense	Percent of Total	Expense to Date	Percent of Total	Variance Between % of yr elapsed vs % of Budget Used
7/31	8.00%	196,829.95	2.54%	196,829.95	2.54%	5.46%
8/31	16.00%	135,764.50	1.75%	332,594.45	4.30%	11.70%
9/30	25.00%	678,432.54	8.77%	1,011,026.99	13.06%	11.94%
10/31	33.00%	661,023.79	8.54%	1,672,050.78	21.60%	11.40%
11/30	42.00%	622,532.30	8.04%	2,294,583.08	29.65%	12.35%
12/31	50.00%	592,414.80	7.65%	2,886,997.88	37.30%	12.70%
01/31	58.00%	623,578.29	8.06%	3,510,576.17	45.36%	12.64%
02/28	67.00%	611,838.69	7.91%	4,122,414.86	53.26%	13.74%
03/31	75.00%	669,914.96	8.65%	4,792,329.82	61.87%	13.13%
04/30	84.00%	588,098.19	7.59%	5,380,428.01	69.47%	14.53%
05/31	92.00%	601,170.54	7.76%	5,981,598.55	77.23%	14.77%
06/30	100.00%	1,935,591.56	24.99%	7,917,190.11	102.22%	-2%

2020-2021
Budget: $7,336,783

	% of year elapsed	Monthly Expense	Percent of Total	Expense to Date	Percent of Total	Variance Between % of yr elapsed vs % of Budget Used
7/31	8.00%	178,594.91	2.43%	178,594.91	2.43%	5.57%
8/31	16.00%	133,916.62	1.83%	312,511.53	4.26%	11.74%
9/30	25.00%	634,471.79	8.65%	946,983.32	12.91%	12.09%
10/31	33.00%	705,289.16	9.61%	1,652,272.48	22.52%	10.48%
11/30	42.00%	607,461.03	8.28%	2,259,733.51	30.80%	11.20%
12/31	50.00%		0.00%		0.00%	50.00%
01/31	58.00%		0.00%		0.00%	58.00%
02/28	67.00%		0.00%		0.00%	67.00%
03/31	75.00%		0.00%		0.00%	75.00%
04/30	84.00%		0.00%		0.00%	84.00%
05/31	92.00%		0.00%		0.00%	92.00%
06/30	100.00%		0.00%		0.00%	100%

Attachment F

Independent School District #91
Barnum, Minnesota

SUMMARY OF WIRE TRANSFERS
November 18, 2020 to December 15, 2020
Wire transfer of funds since the last Board meeting for approval on:

December 15, 2020 Regular School Board Meeting

DATE	AMOUNT	FROM	TO	PURPOSE
11/23/2020	$ 10,000.00	MN TRUST #31191-101	Northview Bank #1050301	A/P Check Run 11/20/2020
11/27/2020	$ 260,000.00	MN TRUST #31191-101	Northview Bank #1050301	Payroll 11/30/2020
12/14/2020	$ 262,000.00	MN TRUST #31191-101	Northview Bank #1050301	Payroll 12/15/2020 & A/P Check Run 12/15/2020

TOTAL $ 532,000.00

Attachment G

Superintendent Report for December 2020

UPDATES

- Policy 522 and 613 third reading.
- All Barnum activities on hold through January 4, 2021. MSHSL has released possible plans depending on the Governor's order come December 18.
- Thank yous: office staff, teaching staff, administration, non-instructional staff, custodial staff, food service staff, transportation staff - for the great work and the ability to handle the changing plans and conditions.
- MREA Conference link, if registered: (View keynote) - 12 staff signed up and viewing is available through Dec. 15
- Learning Plan - presently in DL through January 8, 2021. Questions/answers and present plan moving forward:
    - ★ County health score and community spread high for Carlton County for the past month
    - ★ Staff out due to covid protocol was the main issue for the Barnum Schools. Ex: food service had 4 of 6 quarantined for 14 days and returned just last week. Elementary had 14 staff out back in early November. Nurse is out this week. 9 total staff are still quarantined this week.
    - ★ Covid testing event on December 10 (Barnum) and January 5 (Moose Lake) - look at health numbers locally to help guide our decisions on bringing students and staff back into the buildings
    - ★ Community spread - come in for a week or two or just a few days and then back into DL is not recommended. Healthcare workers and facilities locally full??
    - ★ I will give our current prelim plan for the new year at the meeting.

Calvin and Hobbes by Bill Watterson

UPCOMING EVENTS/MEETINGS:

- MDE/MASA/ARCC Regional Superintendents/Admin weekly on Wednesdays (local health professionals also) and Thursdays (regional)
- Regional meetings are weekly with MREA, MASA, and local health from each county on Thursdays.

MSBA Legislative Agenda for 2021 Session

The 2021 Legislative Agenda seeks to work together to ensure every student achieves academically, socially and emotionally. We believe by focusing on the following nine key initiatives, Minnesota's 875,000 public school students will benefit:

1. Reform school finance system for more adequate, stable and equitable funding.
2. Improve equalization of all school levies with significant statewide impact.
3. Make facilities funding equitable.
4. Maintain local decision-making authority and flexibility.
5. Improve staff recruitment and retention.
6. Redesign schools to promote individualized learning.
7. Provide expanded learning time and opportunities.
8. Ensure supports for social and emotional learning.
9. Close the digital divide.

From MREA on 12-2-20

Minnesota's economic and budget outlook has improved since May. The November forecast shows a markedly better situation with a projected surplus of $641 million for the fiscal biennium ending on June 30.

In May, the MN Management & Budget projected a $5 billion shortfall of revenue into the state's general fund. At the time, Minnesota was on the front end of the Covid-19 pandemic and the planning estimates reflected worst case scenarios.

- Improved outlook continues into fiscal years 2022-23, but a $1.273 billion budgetary shortfall remains for that biennium.
- The state has a healthy budget reserve of roughly $2 billion and is available for the next legislature to use to help balance the next budget.
- The turnaround is in part due to federal funds through the CARES Act.
- E-12 spending is projected to be down $118 million as the budget forecast shows nearly 12,600 students dropping from district counts.
- View the details.

Attachment H

RESOLUTION ESTABLISHING COMBINED POLLING PLACES FOR MULTIPLE PRECINCTS AND DESIGNATING HOURS DURING WHICH THE POLLING PLACES WILL REMAIN OPEN FOR VOTING FOR SCHOOL DISTRICT ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE ELECTION

BE IT RESOLVED by the School Board of Independent School District No. 91, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. Each combined polling place must be a polling place that has been designated by a county or municipality. The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

Combined Polling Place: Barnum Fire Hall, 3842 Church St., Barnum, MN 55707

"This combined polling place serves all territory in Independent School District No. 91 located in the City of Barnum, Atkinson Township, Automba Township, Barnum Township, Blackhoof Township, Clear Creek Township, Corona Township, Kalevala Township, Mahtowa Township, Moose Lake Township, Silver Township, Skelton Township, Twin Lakes Township; Carlton County, Minnesota."

3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within thirty (30) days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

Date: _____

_____
Tim Peterson, School Board Clerk

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Barnum Public Schools – ISD 91

Grades Served: PreK-12

WBWF Contact: Mike McNulty

Title: Superintendent

Phone: 218-389-6978

Email: mmcnulty@isd91.org

A&I Contact: NA

Title:

Phone:

Email:

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

___ Yes X__ No

List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2019-2020 school year. December 15, 2020*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members (BLT)	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Mike McNulty	Superintendent	
Gregg Campbell	HS Principal	
Judi Vitito	Elementary Principal	
Alycia Dammer	HS Counselor	
Dave Duesler	Teacher/Activities Director	
Randi Lembke	Teacher	
Tania Moerke	Community Member	
Linda Redetzke	Teacher	
Kaitlin Warpula	CE/ECFE	
Beth Schatz	School Board/Parent/Community Member	
Jordan Collins	Parent/Community Member	
Nikki Kresky	Elementary Counselor	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.

- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
    - How did the district examine equitable access data? What data did you look at? How frequently do you review the data? *We will be using the data that shows our student demographics. Our area has very little diversity and so we will focus more on socioeconomics as that is our greatest diversity item.*
    - Who was included in conversations to review equitable access data? *Our Building Leadership Team and Administration started this process last year but we were diverted in pursuing this further due to Covid.*

To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students every 3 years. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about a future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.

    - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? *Stated below. 94.2% of our teaching staff were on a continued contract, while 5.8% were probationary teachers, thus we retain a very experienced and qualified staff for all of our students.*
    - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
    We will address that this upcoming year if Covid does not dominate the entire year as our focus will then be on providing as best we can, equitable Distance Learning.

To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students every 3 years. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.

The District also looks at data from surrounding districts as well as comparable statewide data. Currently, Barnum has a relatively low turnover with licensed teachers which results in minimal change to teaching staff year after year.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
    - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

    Our racial/ethnic breakdown is very limited, with 97% of our student groups being either White or Two races. Our staff demographics represent this breakdown.

    - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

    The Barnum district works with 3 local colleges in attracting candidates, along with statewide advertising of positions when we have openings. Our retention rate is strong. No present goal changes as our teacher breakdown represents our student diversity.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

____X__ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

____X__ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. *Looking to increase our preschool student score percentage from 77% to 79% on the Brigance assessment.*	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." *Fall scores only: 75%* *"Unable to report" spring scores and create a proper result.*	***Check one of the following:*** ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals) ___ District/charter does not enroll students in kindergarten _X_ Unable to report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *We utilize the Brigance assessment, along with in house evaluation by staff.*

- What strategies are in place to support this goal area?
    1. *Providing developmentally appropriate activities in all domains that align with the Early Childhood Indicators of Progress.*
    2. *We use OWL Opening the World of Learning A comprehensive Pre-Kindergarten Curriculum and Bridges in Mathematics Pre-K curriculum.*
    3. *Adapt lesson planning based on child's Brigance results.*
    4. *Access skills throughout the year to see what skills have been mastered and what skills that still need work.*
    5. *Create individual and/or group learning plans.*
    6. *Meet as an Early Childhood Special Education team monthly.*
    7. *Providing Kindergarten transition nights either in person or virtually where Early Childhood staff, parents/guardians and KIndergarten teachers get together to discuss the transition to Kindergarten.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. *Ensure reading proficiency for all students by the end of 3rd grade. We strive to accomplish this by providing the following listed in narrative and questions/answers below.*	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." *"Unable to report"*	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 3 __X Unable to Report

Narrative is required; 200-word limit.

Core instructional practices include whole group, small group, and 1:1 conferencing with students in both reading and writing instruction. Comprehensive and scientifically based curricular resources from the Center for Collaborative Classroom, Collaborative Literacy - Being a Reader, Making Meaning, and Being a Writer, are used across all grade levels. Robust Intervention resources and process - Resources include Systematic Instruction in Phonological awareness, Phonics, and Sight words (SIPPs), Kilpatrick Equipped for Success, REWARDS, Florida Center of Reading Research. Our process includes anMulti-Tiered System of Support (MTSS) Team and monthly grade level meetings to review data and student progress.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *Assessments - FAST benchmarking is conducted fall, winter, and spring to identify learning needs of all students and provide instruction at the appropriate instructional level. Those students identified at risk are further assessed with diagnostic tools to identify specific learning needs and provide instruction that support this. Additionally, BES assesses reading levels of all students using Fountas and Pinnell Benchmark Assessment System (BAS) or Being a Reader. Students are progress monitored according to their level of intervention (weekly, bi-weekly)*

- What strategies are in place to support this goal area? *Professional Learning - our teachers engage in weekly Professional Learning Communities and opportunities throughout the year as designated by our school calendar. Additionally, teachers have specific on-site training with Center for Collaborative Classroom utilizing our literacy resources.*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. *All student groups to achieve set goals for MCAs. This determination was not completed in the winter/spring of 2020 due to Covid. Our team was setting new goals at this time.*	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Subject – Math "Unable to report" 2020 2025 Goal = 85% Subject – Reading "Unable to report" 2020 2025 Goals = 85%	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __X Unable to Report

Narrative is required; 200-word limit.

All schools, subgroups, and grade levels in the areas of School Readiness, Math, Reading, Science, ACT Scores, and Graduation Rate will strive to close the achievement gap. The best practice strategies and action steps used to achieve these goals were developed collaboratively by specialists within each particular field and can be found in each school's detail below. All best practice strategies and action steps take advantage of district plans, programs, staff and resources, as well as community collaborations, to drive achievement forward and seek continued growth. Barnum Public Schools views closing the achievement gap as a shared team effort. Progress is monitored using MCA-III data, graduation rates, ACT scores, Brigance measurements and post-secondary participation.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *We have mainly used the MDE state MCA testing scores and results to track. Curriculum review, professional development, PLC's, study groups.*

- What strategies are in place to support this goal area? *District started a new Building Leadership Team to review and set up possible plan changes and goals to better meet 2025 goals. Utilize results from assessments to see if we are making progress each year.*

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. *Barnum High School maintains a goal of more than 69% of graduating seniors attending college.*	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." *4 year public - 20%* *4 year private - 10%* *4 year out of state - 3%* *2 year public - 22%* *2 year private - 0%* --- *Total % attending college - 55%*	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) _X Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ Unable to Report

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *Barnum Public Schools maintains a path for all students to be career and college ready. The district is organizing and facilitating more College/Career Ready assessments including PSAT & ACT (all of Grade 11), ACCUPLACER, and ASVAB.*

What strategies are in place to support this goal area? *The district vision has a system for conducting senior interviews with every senior each fall to assist with post-secondary planning, college application process, and credit tracking. The district uses post-secondary participation to measure progress.*

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. *The goal is for 100% of seniors at Barnum High School to graduate.*	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." *Graduation rate 2020 - 96.66%*	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) _X_ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 12 __ Unable to Report

Narrative is required; 200-word limit.

Barnum Public Schools strives to have all students graduate from high school with the current state target being 90% by 2020. Barnum High School remains well above the state goal. As such, we have set our goal at 100%. A collaborative effort between systemic district programs and staff, building level programs and staff and classroom best practices is used to reach goals.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *To achieve this goal the district will incrementally seek improvement in each group and subgroup using the Minnesota Report card 4 year graduation rate data to measure progress.*

- What strategies are in place to support this goal area? *In addition to in-class best practices to reach graduation targets, the district uses strategies including (1) targeted professional development, (2) direct and constructivist instruction models (3) intervention and enrichment programs (4) dual credit opportunities for industrial tech classes (5) College-in-the-Schools program access (6) implementation of Ramp Up to Readiness program (7) increased student/staff advisory processes (8) implementation of MCIS (MN Career Inventory Survey) and (9) utilization of Perkins funds for career and vocational/technology courses.*

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

View list of participating districts required to report progress of goals during the 2019-20 school year.

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check **one** of the following: __ Goal Met __ Goal Not Met __ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.

- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check **one** of the following: __ Goal Met __ Goal Not Met __ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.

- What strategies are in place to support this goal area? Type response here.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check **one** of the following: __ Goal Met __ Goal Not Met __ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.

- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check **one** of the following: __ Goal Met __ Goal Not Met __ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.

- What strategies are in place to support this goal area? Type response here.

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year A&I plan (SY 2018-20). If you are reporting on year 1 of your 3-year A&I plan (SY 2020-22), please use pages 16-22 of this document.

View list of participating districts required to report progress of goals during the 2019-20 school year.

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal __ Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check **one** of the following: __ Goal Met __ Goal Not Met __ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.

- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal __ Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met __ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.

- What strategies are in place to support this goal area? Type response here.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

Racially Identifiable Schools

If your district's 2019-22 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal __ Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met __ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.

- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: __ Achievement Goal __ Integration Goal __ Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check **one** of the following: __ On Track __ Not on Track __ Goal Met __ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.

- What strategies are in place to support this goal area? Type response here.

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

Attachment J

Barnum Community Education
Independent School District #91
Early Childhood Staff Contract
Agreement for Services 2020-21

Staff/Provider Information:
Kaitlin Warpula
Position: Begindergarten, Leaps & Bounds, & ECFE Teacher

Program Information:
This position is paid on an hourly basis August 2020-June 2021

ECFE Teacher	04-500-580-000-325-140	$24.23/hr
Begindergarten/L&B Classroom Teacher	04-500-582-000-344-140	$24.23/hr

Contract Terms:

- This position is not a typical "8am-4pm" job. Because of the necessity to work various/flexible hours to meet the responsibilities of position, the hours are flexible with an expectation based upon class schedules, not exceeding 40 hours/week.
- This position will abide by all school district policies pertaining to employment (Series 400) as well as all established school district procedures.
- TRA
- Personal Time Off: 16 hours per year; will not carry over into other program years
- Sick Time: 24 hours per year; will not carry over into other program years
- Health and Hospitalization Insurance:
  Single Coverage: Kaitlin is eligible to participate in the Health Insurance Plan as adopted by the School District for non-bargaining unit personnel consisting of a Health Plan. The School District shall contribute a sum not to exceed $300 per month toward the premium for individual coverage for the position and if enrolled in the School District group health and hospitalization plan. Any additional cost of the premium shall be borne by the employee and paid by payroll deduction.
- All duties will be performed on site unless prior approval of Community Education Coordinator
- The Community Education Coordinator may assign other duties. The School District reserves the right to make modifications in this assignment during the school year.

Staff Signature Kaitlin Warpula

Date 11/24/2020

Community Education Director: Roxanne L. Olsen-Hurst

Date 11/16/2020

Superintendent

Date

Barnum Community Education
Independent School District #91
Early Childhood Staff Contract
Agreement for Services 2020-21

Staff/Provider Information:
Name: Alyssa Entner
Position: Early Childhood Program Assistant
Program Information:
This position is paid on an hourly basis August 2020-June 2020.

Early Childhood Program Assistant $14.05/hour

Program Area: School Readiness 04-500-582-000-344-141

Contract Terms:

- Estimated 990 hours (Begindergarten, Leaps and Bounds, meetings, special events, etc)
- PERA
- Personal Time Off: 8 hours per year; will not carry over into other program years.
- Sick Time: 16 hours per year; will not carry over into other program years.
- This position will abide by all school district policies pertaining to employment (Series 400) as well as all established school district procedures.
- The Coordinator may assign other duties. Additional hours may be assigned at the same hourly rate. The School District reserves the right to make modifications in this assignment during the school year.

Staff Signature *Alyssa Entner* _____
Date 11/16/2020

Community Education Director: Roxanne L. Olsen-Hurst_____

Date 11/16/2020_____

Superintendent _____
Date _____

Barnum Community Education
Independent School District #91
Early Childhood Staff Contract
Agreement for Services 2020-21

Staff/Provider Information:
Alisha Bigelow
Position: Leaps & Bounds, Little Steps Early Childhood Teacher, ECFE Assistant/ Assistant Coordinator

Program Information:
This position is paid on an hourly basis August 2020-June 2021.

ECFE Assistant	04-500-580-000-325-120	$16.83/hr
School Readiness Classroom Teacher	04-500-582-000-344140	$16.83/hr

Contract Terms:

- This position is not a typical "8am-4pm" job. Because of the necessity to work various/flexible hours to meet the responsibilities of position, the hours are flexible with an expectation based upon class schedules, not exceeding 40 hours/week.
- This position will abide by all school district policies pertaining to employment (Series 400) as well as all established school district procedures.
- PERA
- Personal Time Off: 16 hours per year; will not carry over into other program years
- Sick Time: 24 hours per year; will not carry over into other program years
- All duties will be performed on site unless prior approval of Community Education Coordinator
- The Community Education Coordinator may assign other duties. The School District reserves the right to make modifications in this assignment during the school year.

Staff Signature _____

Date 11·16·20

Community Education Coordinator Roxanne L. Olsen-Hurst

Date 11/16/2020

Superintendent _____

Date _____

Barnum Community Education
Independent School District #91
Bomber Club/ School Age Care
Agreement for Services 2020-21

Staff/Provider Information:
Name: Jennifer Wright

Program Information:
This position is paid on an hourly basis July 1, 2020-June 30, 2021

Job Title: School Age Care Coordinator $15.08/hr
Program Area: School Age Care 04-500-570-000-321-185

Contract Terms:

- Up to 40 hours per week
- PERA
- Personal Time Off: 16 hours per year. Unused time cannot be carried over into next fiscal year.
- Sick Time: 24 hours per year. Unused time cannot be carried over into next fiscal year.
- This position includes coordinating work, ie flyers, registration, schedules, staff supervision, surveys, recruitment, and upkeep of social media/website.
- Health and Hospitalization Insurance:
  Single Coverage: Jennifer is eligible to participate in the Health Insurance Plan as adopted by the School District for non-bargaining unit personnel consisting of a Health Plan. The School District shall contribute a sum not to exceed $300 per month toward the premium for individual coverage for the position and if enrolled in the School District group health and hospitalization plan. Any additional cost of the premium shall be borne by the employee and paid by payroll deduction.
- This position will abide by all school district policies pertaining to employment (Series 400) as well as all established school district procedures.
- The Community Education Coordinator may assign other duties. The School District reserves the right to make modifications in this assignment during the school year.

Staff Signature _____
Date 11-17-2020

Community Education Director: Roxanne L. Olsen-Hurst_____
Date_____11/16/2020_____

Superintendent_____
Date_____

Barnum Community Education
Independent School District #91
Bomber Club/ School Age Care
Agreement for Services 2020-21

Staff/Provider Information:
Name: Courtney Sieckert
Position: School Age Care Lead Teacher/ Community Education Administrative Assistant

Program Information:
This position is paid on an hourly basis July 1, 2020-June 30, 2021

Job Title: School Age Care Lead Teacher $14.04/hr

Program Area: School Age Care 04-500-570-000-321-185

Job Title: Community Education Administrative Assistant $15.08/hr

Program Area: SAC/CE/ECFE/SR

Contract Terms:

- Up to 30 hours per week between Community Education and School Age Care
- PERA
- Personal Time Off: 16 hours per year. Unused time cannot be carried over into next fiscal year.
- Sick Time: 24 hours per year. Unused time cannot be carried over into next fiscal year.
- This position will abide by all school district policies pertaining to employment (Series 400) as well as all established school district procedures.
- The Community Education Coordinator may assign other duties. The School District reserves the right to make modifications in this assignment during the school year

Staff Signature _____
Date 11-17-2020

Community Education Director: Roxanne L. Olsen-Hurst

Date 11/16/2020

Superintendent _____
Date _____

Barnum Community Education
Independent School District #91
Early Childhood Staff Contract
Agreement for Services 2020-21

Staff/Provider Information:
Kelly Copenhaver
Position: Early Childhood Parent Educator/Community Expert & Assistant Coordinator

Program Information:
This position is paid on an hourly basis starting August 2020-June 2021

ECFE Community Expert, Events, etc.	04-500-580-000-325-140	$19.38/hr

Contract Terms:

- This position is based on when ECFE classes are scheduled.
- This position will abide by all school district policies pertaining to employment (Series 400) as well as all established school district procedures.
- This position includes coordinating work, ie. Flyers, registration, surveys, recruitment, and upkeep of social media/website up to 20 hours/week.
- Planning and Prep for classes can be done at home.
- Join in planning once a month Thursday afternoons as scheduled.
- The Community Education Coordinator may assign other duties. The School District reserves the right to make modifications in this assignment during the school year.

Staff Signature_____**Kelly Copenhaver**_____

Date_____11/24/2020_____

Community Education Director: Roxanne L. Olsen-Hurst_____

Date_____11/16/2020_____

Superintendent_____

Date_____

Barnum Community Education
Independent School District #91
Bomber Club/ School Age Care
Agreement for Services 2020-21

Staff/Provider Information:
Name: Shelby Bonneville
Position: School Age Care Lead Teacher
Program Information:
This position is paid on an hourly basis October 2020-June 30, 2021

Job Title: School Age Care Lead Teacher $12.00/hr

Program Area: School Age Care 04-500-570-000-321-185

Contract Terms:

- Up to 30 hours per week at Bomber Club
- PERA
- Personal Time Off: 8 hours per year. Unused time cannot be carried over into next fiscal year.
- Sick Time: 8 hours per year. Unused time cannot be carried over into next fiscal year.
- This position will abide by all school district policies pertaining to employment (Series 400) as well as all established school district procedures.
- The Community Education Coordinator may assign other duties. The School District reserves the right to make modifications in this assignment during the school year

Staff Signature Shelby Bonneville
Date 11/19/2020

Community Education Director: Roxanne L. Olsen-Hurst

Date 11/16/2020

Superintendent
Date

Barnum Community Education
Independent School District #91
Bomber Club/ School Age Care
Agreement for Services 2020-21

Staff/Provider Information:
Name: Tessa Holm
Position: School Care Lead Teacher

Program Information:
This position is paid on an hourly basis November 2020-June 30, 2021

Job Title: School Age Care Lead Teacher $12.00/hr

Program Area: School Age Care 04-500-570-000-321-185

Contract Terms:

- Up to 30 hours per week at Bomber Club
- PERA
- Personal Time Off: 8 hours per year. Unused time cannot be carried over into next fiscal year.
- Sick Time: 8 hours per year. Unused time cannot be carried over into next fiscal year.
- This position will abide by all school district policies pertaining to employment (Series 400) as well as all established school district procedures.
- The Community Education Coordinator may assign other duties. The School District reserves the right to make modifications in this assignment during the school year

Staff Signature Tessa Holm
Date 11-17-20

Community Education Director: Roxanne L. Olsen-Hurst

Date 11/16/2020

Superintendent
Date

ENROLLMENT COMPARISON
Independent School District No. 91
FY 2020-2021 Enrollment Compared to FY 2019-2020

(Resident and non-resident students in our buildings)

	ELEMENTARY (K-6)			SECONDARY (7-12)			TOTALS			
MONTH	FY 19-20	FY 20-21	*Inc/Dec*	FY 19-20	FY 20-21	*Inc/Dec*	FY 19-20	FY 20-21	*Change Prior Yr*	*Change Beg. Of Yr.*
Sept.	369	339	-30	346	358	12	715	697	-18	-
Oct.	373	337	-36	351	357	6	724	694	-30	-3
Nov.	374	335	-39	347	353	6	721	688	-33	-9
Dec.	371			348			719	0		
Jan.	373			350			723	0		
Feb.	374			349			723	0		
Mar.	374			350			724	0		
April	373			349			722	0		
May/June	373			349			722	0		

(The figures listed above are submitted monthly by our attendance secretaries. These are resident and non-resident students in our buildings only. The numbers do not represent resident students attending elsewhere either by enrollment options or tuition agreement.)